

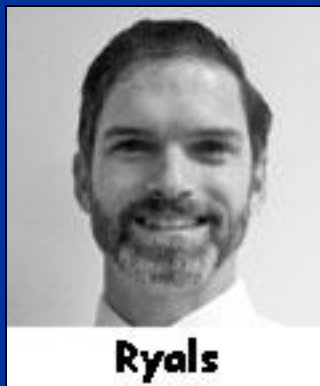


Workshop Session II
Thursday, April 28
9:00 to 11:45 a.m.
Fulton

PRACTICE MAKES PERFECT

Reducing Juvenile Justice Recidivism and Other Positive Outcomes

John S. Ryals Jr., Ph.D.



Overview of Presentation

- Screening & Assessment
- Use of Evidence-Based Practices
- Performance-Based Contracting
- Scenes in the Life of Dr. Ryals

Screening & Assessment



Research Evidence: Best Practices

Growing body of evidence about effective programming for juvenile offenders-What we know:

- Incarceration **does not** have a significant effect on re-offending (Gatti, Tremblay et al., 2009)
- Mixing more antisocial youth with lower risk youth can turn lower risk youth into better criminals
- When community services are **matched** to youths' crime-producing (criminogenic) needs - the lower the chance of repeat offending
- In other words, the **right** services for the **right** youths

Screening

Who?

every youth entering the system through a particular doorway

What?

a brief "triage" process - will "over-identify"

Why?

- identify emergencies for immediate attention
- identify who would benefit from assessment

How?

- on a routine basis
- with an inexpensive tool
- not necessarily administered by a clinician

Example Evidence-Based Screening Tools

- **Symptom Inventories...**

- Massachusetts Youth Screening Instrument-Second Version (MAYSI-2)
- Traumatic Symptom Checklist for Children (TSCC)
- Child Depression Inventory

- **Substance Abuse tools...**

- Adolescent Substance Abuse Subtle Screening Inventory (SASSI)
- Global Appraisal of Individual Needs-Short Screener (GAIN-SS)

- **Risk for Recidivism (short-term decisions)**

- North Carolina Assessment of Risk (NCAR)
- Detention Screening tools (e.g., JDAI)
- Arizona Risk-Needs Assessment (ARNA)

Assessment

Who?

--smaller proportion red-flagged by screening

What?

--a professional clinical process

Why?

--to identify diagnostic conditions

--to get a more individualized picture of problem areas

How?

--professional clinical evaluation

Assessment

Uses in the JJ system...

- **follow-up on youth "screened in"**
 - *tools with professional consultation*
 - *focused or broader mental health assessment*
- **forensic assessments**
 - *specific legal question*
- **disposition assessments**
 - *disposition and treatment planning*
 - *measure progress or improvements in youth functioning*

Selection & Implementation

- **Selecting an Evidence-Based Screening or Assessment Tool**
 - Content-relevant for objectives (relevant)
 - Population-appropriate (age, gender, ethnicity)
 - Reliable and valid
 - Meets practical demands of time & staff
- **Implementation Issues**
 - Pick the decision point
 - Develop office policies for when, where, who, how
 - Training, fidelity, and sustainment
 - Develop procedures for use of information

Decision Points for Use

■ Pre-adjudication

- Not recommended without information-sharing agreements in place
- Potential for self-incrimination and risk to validity (too little collateral information).

■ Post-adjudication/Pre-Disposition

- Ideal use - considered in dispositional planning

■ Post-Disposition

- Essential Use (to match needs to services)

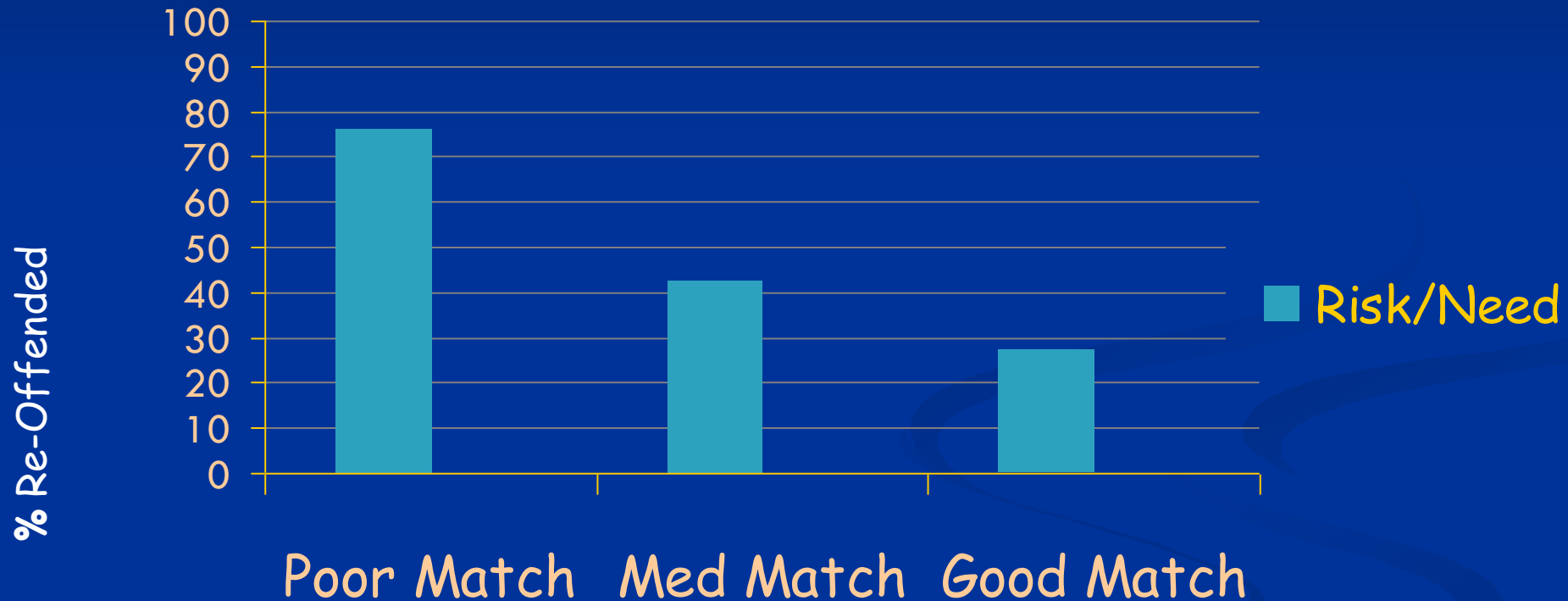
Potential Benefits to JJS

- Connecting youth to the most appropriate disposition and services that target ONLY specific needs at the proper intensity may lead to:
 - Cost-Savings
 - Improved chance of reducing risk = reducing recidivism,
- Data gathering and reporting
 - Service provider & JJ accountability
 - Resource allocation

Cost-Savings

- Proper implementation of a risk/needs assessment can save costs by...
 - Reducing the number of costly assessments when these aren't warranted,
 - Reducing referrals to services for youth who do not need them,
 - Reducing costly out-of-home placement when it is unnecessary for addressing the risks and needs of the youth, and
 - Guiding case plans to reduce chances of re-offending

Re-offense Rates When Youth Receive Services that Match Their Criminogenic Needs (Vieira et al., 2009)



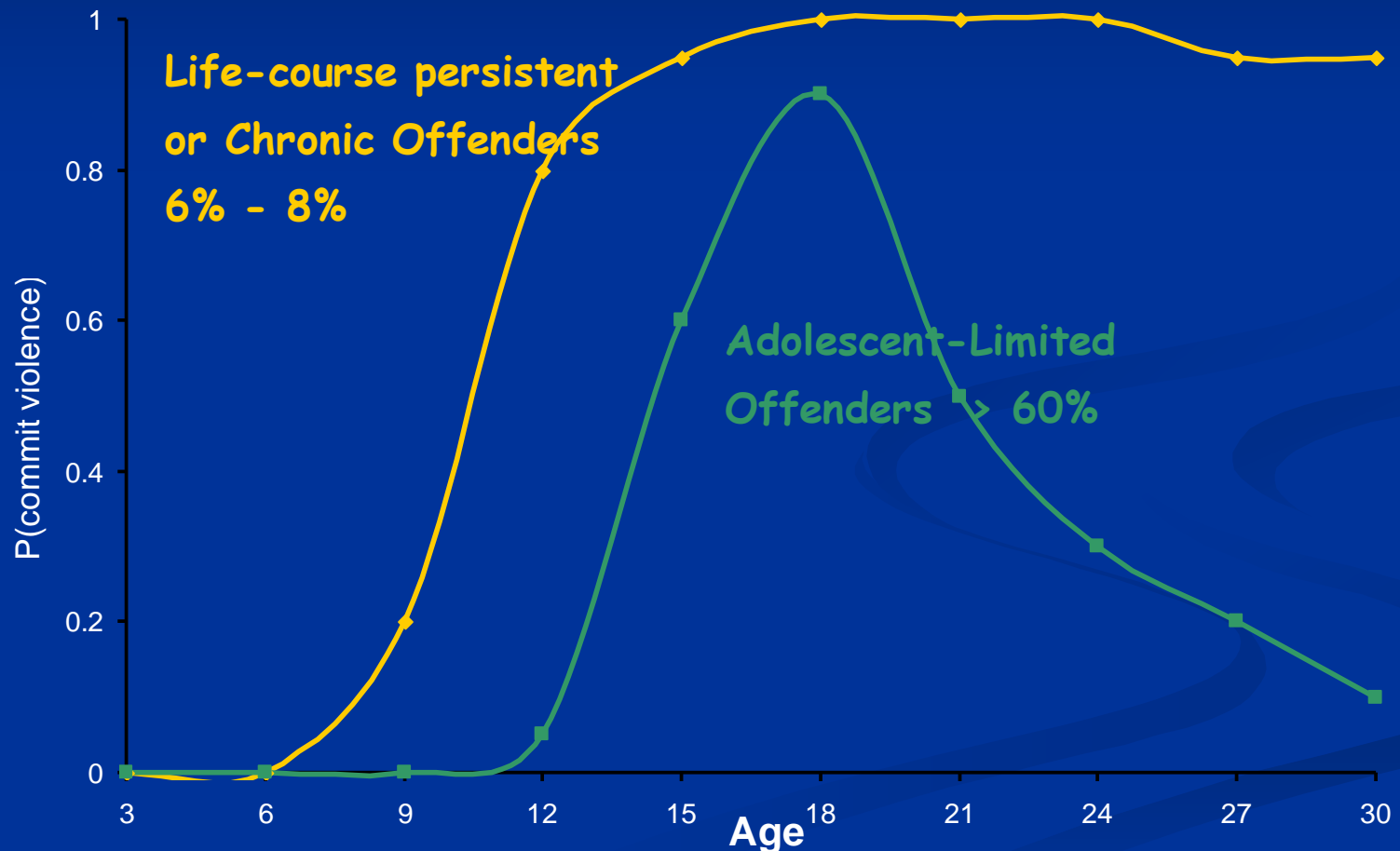
Match based on # of Services Given in Response to a
Youths' Risk/Need Factor

Developmental Considerations

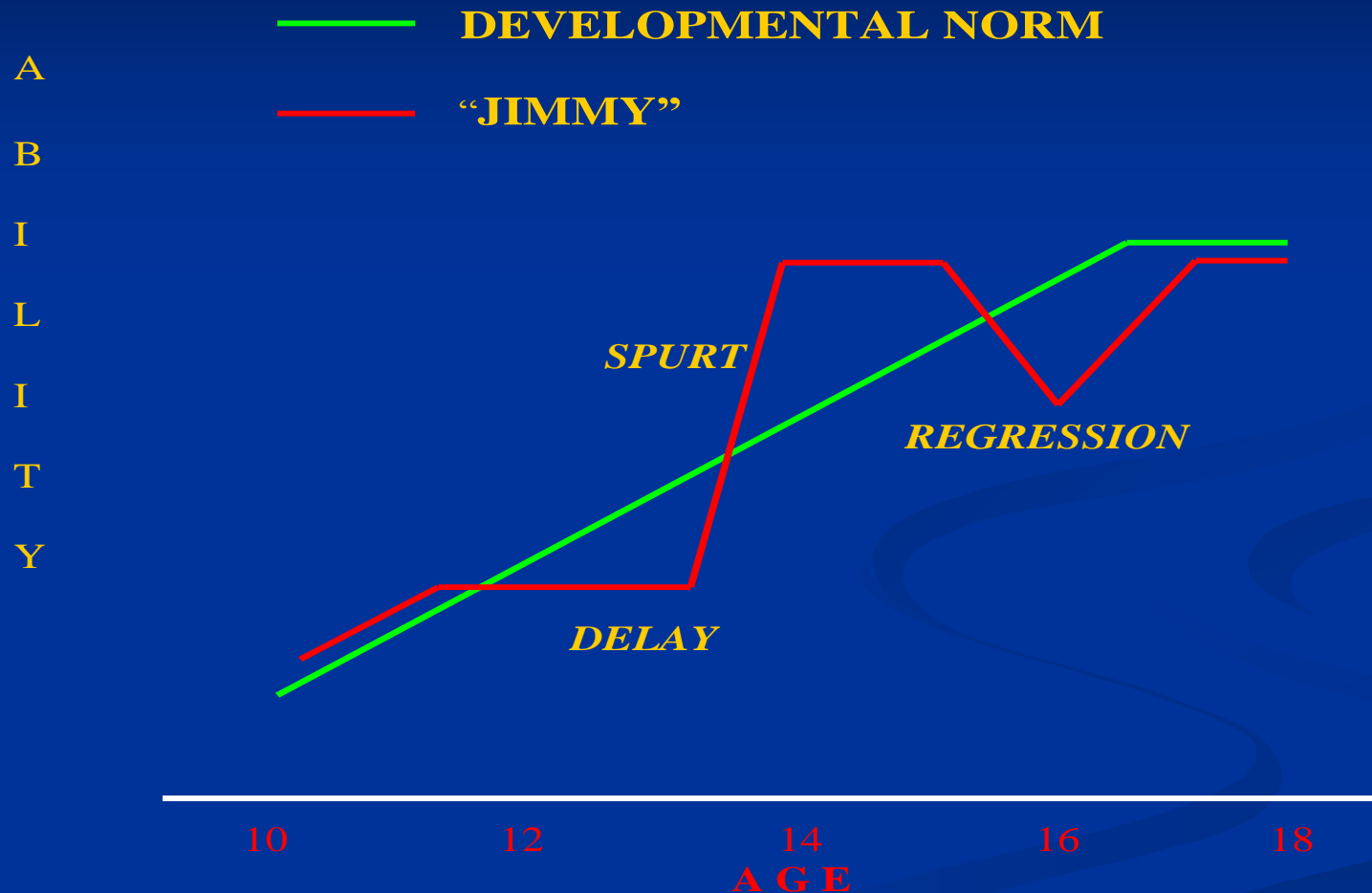


Offending Patterns for Most Male Adolescents

(Farrington, 1995; Loeber et al., 1991; Moffitt, 1993; Moffitt & Caspi, 2001)



Development Does Not Proceed Evenly Across Adolescence



Application of Developmental Concepts

- Developmental facts make estimates of risk of future violence more difficult...
 - Risk assessments should be seen as having limited "shelf-life" for most youths
 - Tools should include a variety of evidence-based risk factors
 - Tools should include risk factors capable of change - dynamic risk
 - Re-assessment is essential - every 6 months

Implementing EBP's



Community Assessment for EBPs



■ Like a good doctor, we

- Must diagnose before we prescribe...
- Collect objective data...
- Use clear criteria...
- Identify problems...
- Prescribe solutions.

Community Assessment for EBPs

Things to Avoid When Diagnosing

- Knee-Jerk Responses - Quick Fix
- Bandwagon Fixes - "All aboard!"
- Strategic Imperatives-"We must..."
- "Intuitive" Decision-Makers - "I think we need..."



Community Assessment

- Identify Specific Services Needed
 - What target needs are unmet?
 - How much will you need?
 - Who can provide the services?



What Do You Need?

- Prescribe Solution & Make a Plan
 - Prioritize Needs
 - Target Highest Priorities
 - Select Evidence-Based Practices
 - Implement EBPs
 - Monitor Fidelity
 - Track Outcomes
- Include Community Assessment in CYPB Annual Plan



Choosing Evidence-Based Practices

■ Top 5 Reasons To Choose EBPs:

5. They are proven to work.
4. They target offender-specific risk factors.
3. They are based on scientifically sound principles.
2. They are cost-effective.
1. They make a difference.



Choosing Evidence-Based Practices


■ Things to Remember...

- ...EBPs target specific behaviors,
- ...EBPs target specific populations,
- ...EBPs target specific outcomes,



So, identification of these is essential to successful implementation.

Choosing Evidence-Based Practices

- Identified Juvenile Justice Targets in Jefferson Parish
 - Family Functioning (MST, FFT, EBFT, NFP, Active Parenting)
 - Aggression and Violence (MRT, ART)
 - Grief & Trauma (TF-CBT, Project LAST)
 - Special Populations
 - Minority Youth (culturally-sensitive services)
 - Females
 - Developmentally Disabled (adapt traditional treatment)
 - LGBTQ
 - Youth With Mental Illness (co-occurring disorders)
- 

Choosing Evidence-Based Practices

Criteria for Evidence-Based Practices*

- ✓ Experimental Design-Randomized Control Trial
- ✓ Effect sustained for at least 1 year post-intervention
- ✓ At least 1 independent replication with RCT
- ✓ RCT's adequately address threats to internal validity
- ✓ No known health-compromising side effects

*Federal Working Group Standards adapted from Dr. Delbert Elliot's *The Future of Violence Prevention Research and Practice*, 2008.

Choosing Evidence-Based Practices

Program Classification For Effective Programs

I. Model: Meets all standards

II. Effective: RCT replication(s) not independent

III. Promising: Quasi-Experimental or RCT, no replication

IV. Inconclusive: Contradictory findings or non-sustainable effects.

V. Ineffective: Meets all standards but no significant effects

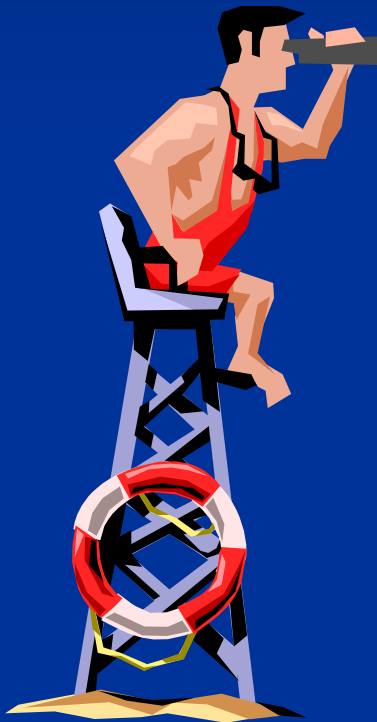
VI. Harmful: Meets all standards but with negative effects.

VII. Insufficient Evidence: All other programs

* Adapted from Hierarchical Classification Framework for Program Effectiveness, Working Group for the Federal Collaboration on What Works, 2004, as presented by Dr. Delbert Elliot, Center for the Study and Prevention of Violence, 2008.

Choosing Evidence-Based Practices

■ Where to find EBPs...



- Blueprints Project at the Center for Study and Prevention of Violence
<http://www.colorado.edu/cspv/blueprints/>
- SAMHSA-National Registry of Evidence-based Programs and Practices <http://nrepp.samhsa.gov/>
- FindYouthInfo website:
<http://www.findyouthinfo.gov/>

Financial Considerations

- Can we afford not to use EBPs?
- How do we know the money we're spending has positive impacts?
- Are your outcome results based on "I know it works, because I've been doing it for 20 years"?
- Key cost-benefit analyses developed by Washington State Institute for Public Policy
 - Evidence-Based Juvenile Offender Programs: Program Description, Quality Assurance, and Cost.
<http://www.wsipp.wa.gov/rptfiles/07-06-1201.pdf>



RESULTS OF COST/BENEFIT RESEARCH

BENEFITS PER DOLLAR INVESTED

- For every \$1.00 spent on the following services, taxpayers save ...
 - ✓ Functional Family Therapy - \$28.34
 - ✓ Multisystemic Family Therapy- \$28.81
 - ✓ Multidimensional Treatment Foster Care- \$43.70
 - ✓ Adolescent Diversion Project- \$24.92
 - ✓ Juvenile Boot Camps- \$0.81
 - ✓ Scared Straight - \$-477.75 (NET LOSS)

Financial Considerations

Program Examples	Effect (No. Studies)	Marginal Costs	Benefits to Community
FFT	-15.9% (7)	\$2,325	\$31,821
MST	-10.5% (10)	\$4,264	\$18,213
Restorative Justice (w/low risk offenders)	-8.7% (21)	\$880	\$7,067
NF Partnership-Mothers	-56.2% (1)	\$5,409	\$14,283
Scared Straight	+6.8% (10)	\$58	-14,667

Adapted from Barnoski, R., Aos, S., & Lieb, R. (2003). *Recommended Quality Control Standards: Washington State Research-Based Juvenile Offender Programs*. Olympia: Washington State Institute for Public Policy, Document Number 03-12-1203.

Financial Considerations



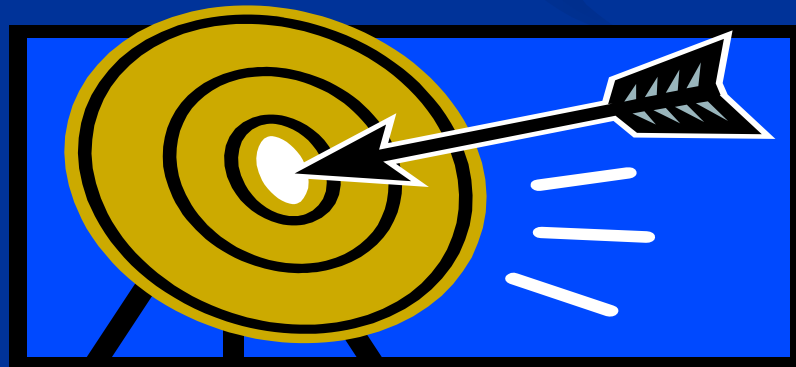
- "Dr. Ryals, YOU'RE NOT LISTENING!!! We cannot afford EBPs!!!"
 - Do your homework-Identify Needs
 - Research available EBPs and relative costs
 - Investigate funding opportunities
 - Collaborate, Training Grants, Blended
 - Implement EBPs

Staying the Course: Peak Performance



Staying the Course: Peak Performance

- EBP's are the foundation for Performance-Based Contracts (PBC's)
 - Tell contractors what outcomes you want to achieve
 - Outcomes for service or program
 - Outcomes for youth
 - Contracts target the needs of youth
 - Services target specific outcomes → BEHAVIORAL CHANGES!



Staying the Course: Peak Performance

■ Developing PBC's:

- Don't buy more light bulbs, buy more light!
- Scarce \$ means we need to spend wisely for OUTCOMES, not OUTPUTS.
- Contractors need clear performance goals.



Staying the Course: Peak Performance

- Traits of Effective Programming*
 - Intensity (frequency of sessions)
 - For example, ART meets 3x per week
 - Duration (length of intervention)
 - For example, FFT lasts several months
 - Implementation Quality
 - For example, each contractor is held responsible for holding weekly supervision to ensure fidelity to a specific model.

*identified through meta-analysis of effective programming

Staying the Course: Peak Performance

- **Contracts/Services should include:**
 - Minimum amount of days from start to finish of intervention (Duration)
 - Maximum amount of days between sessions (Intensity)
 - Certification in EBP (Fidelity)
 - Weekly supervision with staff (Fidelity)
 - Quarterly reports (Regular monitoring)

Staying the Course: Peak Performance

- Quarterly Reports should contain:
 - # youth referred,
 - services receiving,
 - avg. # days between sessions,
 - avg. # sessions per completed youth,
 - outcomes → recidivism & school achievement
 - Why these outcomes?

Data Collection & Outcomes



Data Collection & Outcomes

- Why Choose Recidivism & School Performance?
- Politicians are interested in pinching pennies and fighting crime. (Steve Aos, WSIPP).
- Your program needs money.
- Changes in cognitive and emotional development in youth does not equate to dollars saved.



Data Collection & Outcomes

"DATA DO MATTA'!"-Janet Wiig, RFK Center for Children

- Data informs processes and determines effectiveness
- What questions need answers?
- What will you collect?
- Why collect it?
- How will you collect it?
- How will you disseminate it?
- Who will see it?



Data Collection & Outcomes

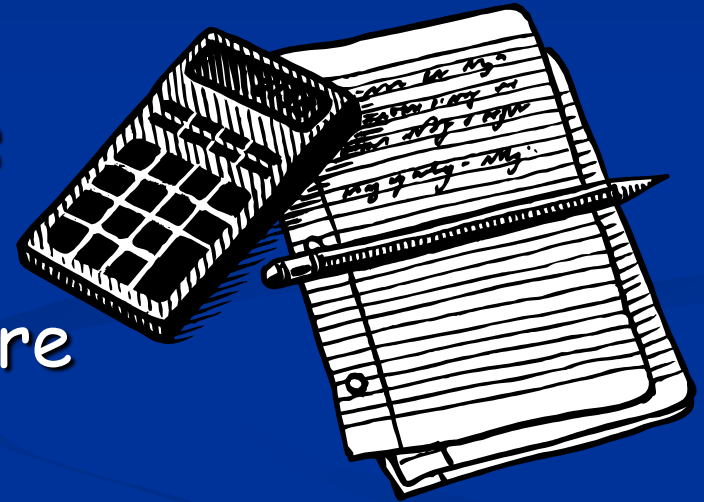
■ Pitfalls to Avoid

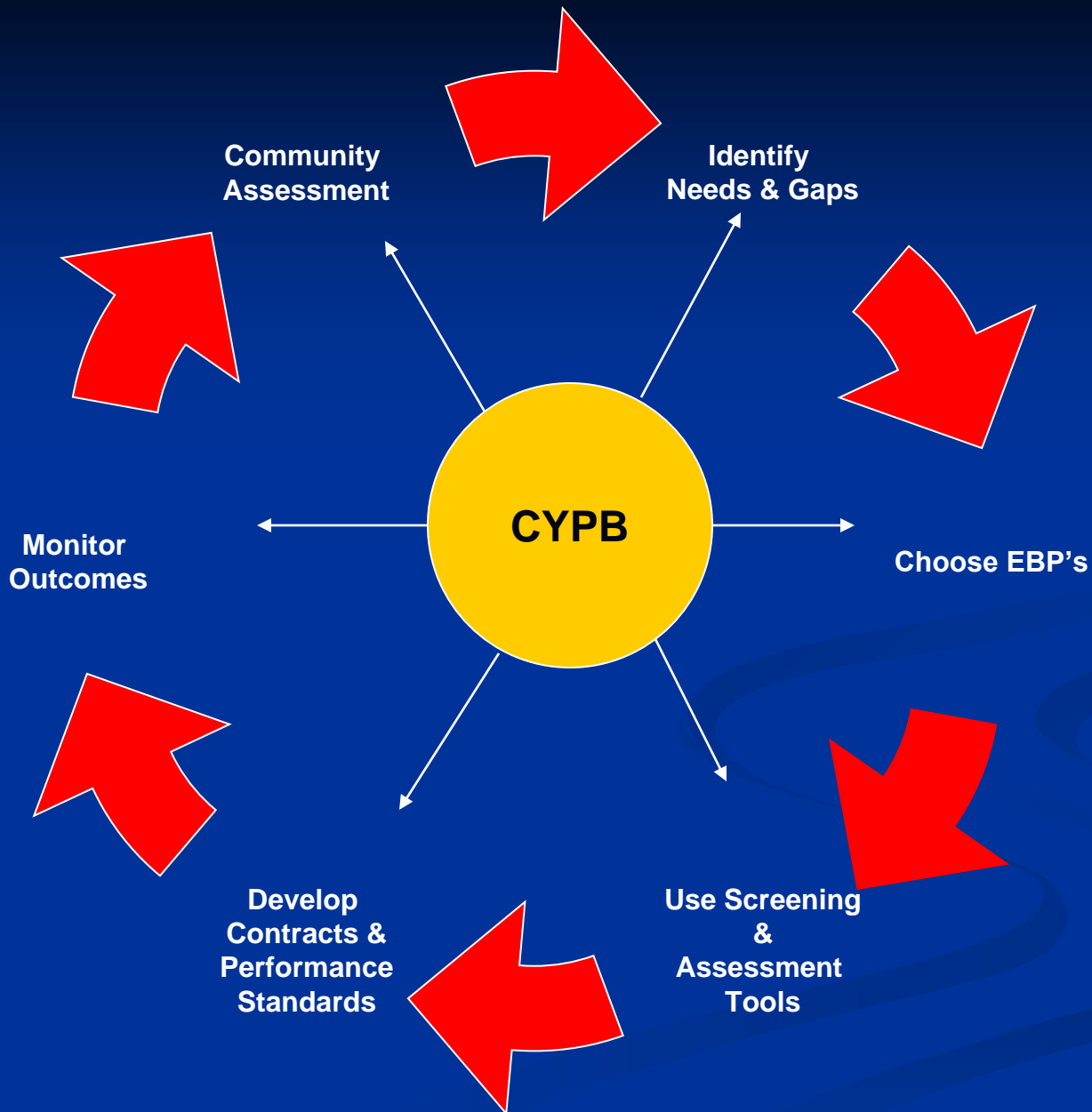
- Data Rich, Information Poor (DRIP Principle)
- Outputs vs. Outcomes
- Data Overload
- Ignoring Data
- Case Examples vs. Aggregate Data



Implementation Challenges

- Establish Program Outcomes Early
- Develop Data Collection Tools (e.g., forms, a database).
- Establish Data Input Procedure
- Determine How Data Will Be Used to Inform Decisions





31st Annual Louisiana Governor's
Conference

One more thing...

Rural and Urban Differences

- Resources vary-funding, culture, resiliency, community norms and values, etc.
- Take advantage of your unique assets to improve the lives of youth in juvenile justice

Useful Information



Screening & Assessment Resources

- "Screening and Assessing Mental Health and Substance Abuse Disorders Among Youth in the Juvenile Justice System" (2004). U.S. Dept. of Justice. Found at www.ojp.usdoj.gov/ojjdp.
- "Improving Professional Judgments of Risk and Amenability in Juvenile Justice" (2008). Mulvey, E, & Iselin, A. Found at: www.futureofchildren.org.
- "Risk/Needs Tools for Antisocial Behavior and Violence Among Youthful Populations" (2008). Vincent, G., Terry, A., & Maney, S. In J. Andrade (Ed.) Handbook of Violence Risk Assessment and Treatment: New Approaches for Forensic Mental Health Practitioners. New York: Springer, p. 377-423.

Causes of Delinquency

Resources

- "From Neurons to Neighborhoods: The Science of Early Childhood Development" (2000). Schonkoff, J.P. & Phillips, D.A. (Eds.). Found at: <http://www.nap.edu/catalog/9824.html>.
- "Iatrogenic Effect of Juvenile Justice" (2009). Gatti, U., Tremblay, R.E., & Vitaro, F. Journal of Child Psychology and Psychiatry, 50(8), 991-998.
- "The Black Boys and Men of Louisiana" (2010). Louisiana Council on the Social Status of Black Boys and Men. Report submitted to the Louisiana Governor, Lieutenant Governor, and State Legislature.
- "A Response to The Warnings of the Juvenile Superpredator" (April, 2007). Snyder, H. Corrections Today.

"What Works" Resources

- "Multiple Responses, Promising Results: Evidence-Based NonPunative Alternatives to Zero Tolerance" Boccafuso, C. & Khufeld, M. (2011). Found at: www.childtrends.org.
- "Formal System Processing of Juveniles: Effects on Delinquency" (2010). Petrosino, A., Turpin-Petrosino, C., & Guckenburg, S. Campbell Systematic Reviews 2010:1.
- "The Costs of Confinement: Why Good Juvenile Justice Policies Make Good Fiscal Sense" (2009). Justice Policy Institute. Found at: www.justicepolicyinstitute.org

Recidivism Reduction Resources

- "Improving the Effectiveness of Juvenile Justice Programs" (2010). Lipsey, M., Howell, J., Kelly, M., Chapman, G., & Carver, D. Center for Juvenile Justice Reform, Georgetown University.
- Preventing Crime: What Works, What Doesn't, What's Promising" (1998). Sherman, L., Gottfredson, D., "MacKenzie, D., Eck, J., Reuter, P., & Bushway, S. National Institute of Justice Research Brief.
- "What Works in Reducing Recidivism" (2006). University of St. Thomas Law Journal, 3(3), 521-535.
- "Advancing Knowledge About Desistance" Farrington, D. (2007). Journal of Contemporary Criminal Justice, 23(1), 125-135

Questions?

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Jefferson Parish Children & Youth Planning Board

- Co-Chair, Models for Change Committee
- Chair, Evaluation & Monitoring Committee
- Chair, CSoC Implementation Committee
- Chair, Information-Sharing Workgroup

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